



Year Five Half Termly Overview 2025-2026

Summer 1

| | 13.04.26 | 20.04.26 | 27.04.26 | 04.05.26 | 11.05.26 | 18.05.26 |
|--------------------|--|--|---|--|--|----------|
| Key Events | | Taskmaster final | | Bank holiday Monday | | |
| Focus weeks | History | | | | | |
| English | Twitch by M G Leonard | | | | | |
| Maths | Measures: Area | Geometry: Shape | | | Geometry: Position and direction | |
| RE | Old Testament Women <ul style="list-style-type: none"> • What can I learn from this story? • Why is this a significant moment? Why is this woman important? • In which values and beliefs are the actions of the women rooted? <ul style="list-style-type: none"> • Did she make the right choice? Where does this story fit into God's Big story? | | | | | |
| P4C | Managing changes | | | | | |
| PSHE | Healthy Relationships (SAFENET session every Friday) | | Physical and Mental Health Physical and Mental Health Growing and Changing Keeping Safe | | | |
| Science | Living things and their habitats Can you describe the difference in the life cycle of a mammal, an amphibian, an insect and a bird? | | Living things and their habitats How do plants reproduce? | | Living things and their habitats How does environmental change affect an organism? | |
| Geography | South America- The Amazon Basin | South America- The Amazon Basin | South America- The | South America- The Amazon Basin | South America- The Amazon Basin How does the Amazon basin compare with other places we have studied? | |



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| | Where is the Amazon? | Why does the Amazon matter? | Amazon Basin Why does the Amazon need to be protected? | What is it like in a rainforest city? | |
| History | Local Black History | | | | |
| Art & Design | Set Design Can you illustrate a scene from a story? | Set Design Can you sketch a 3D scene? | Set Design Can you explore shapes and materials to use for a 3D scene? | Set Design Can you assemble a 3D set including texture, lights and colour? | |
| D&T | | | | | |
| Music | <ul style="list-style-type: none"> • Listen, appraise and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. <ul style="list-style-type: none"> • Create and perform their own class arrangement. • Develop knowledge and understanding of the Balinese musical forms of gamelan Beleganjur and Kecak. <ul style="list-style-type: none"> • Compose a Kecak piece as part of a group | | | | |
| Computing | <u>Creating Media – Audio Production</u> | | | | |
| | <ul style="list-style-type: none"> • Understand the function of input and output devices used to record and play audio • To record voices and explain how to use different voices for different speech <ul style="list-style-type: none"> • To explore what a podcast is and why they are used <ul style="list-style-type: none"> • To plan and create their own podcasts | | | | |



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| MFL | <p style="text-align: center;"><u>Animals and their habitats</u></p> <ul style="list-style-type: none"> • Explore the animals that live on the farm, in the jungle, under the sea and in the woods <ul style="list-style-type: none"> • To be able to explain which animals lives in which habitat • To describe their habitats and begin to use adjectives | | | | |
| PE | <p>Athletics Running techniques for short and long distances Self-motivation</p> | <p>Athletics To take off and land on one foot to one foot. To perform a pull throw. To develop running for distance. Self-motivation</p> | <p>Athletics To take off and land one foot to two. To perform a push throw. To develop running for speed. Self-motivation</p> | <p>Athletics To take off and land using a combination of jumps. To perform a fling throw. To develop running techniques for different speeds. Determination.</p> | <p>Athletics To take off and land using a hop, step and jump. To perform a heave throw. To develop running techniques. Determination. Athletics To take part in an athletics event – recording times and distances. Self-motivation.</p> |